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ABSTRACT

This paper describes a language arts program assessment project in the Seattle schools. Among the topics discussed are the following: the history of the project; developing and implementing the model; a description of the model; relating goals, objectives, and instruments; observations from project participants; and the project critique. While the model described in this document was developed for use within an English department, the model may be found useful in other situations. The evaluators structured the model in general terms so that, with a few modifications, it might be used by either a school department, a grade level, a total school program, or a school district program. Twelve appendixes include such items as instruments for evaluating attitudes toward teacher-identified skills and attitudes toward student-identified skills, and questionnaires about employer priorities, parent priorities, and college priorities. (TS)

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REPORT ON THE USE OF A MODE FOR AN ENGLISH PROGRAM EVALUATION PROJECT

State of Washington
Superintendent of Public Instruction
Olympia, Washington

1975

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CS 202 894

TABLE OF CONTENTS

		Page
	Project Participants	1
I.	Introduction	3
II.	The History of This Project	5
III.	Developing and Implementing the Model	7
IV.	Description of the Model	8
V.	Relating Goals, Objectives, and Instruments	14
VI.	Observations from Project Participants	15
VII.	Project Critique	20
Appendix A.	Hale High School Language Arts Department Goals	21
Appendix B.	Goals, Objectives, and Criteria for Evaluation of Language Arts Program	23
Appendix C.	Self-Appraisal Inventory and School Sentiment Index	26
Appendix D.	Attitudes Toward Courses	30
Appendix E.	Attitudes Toward Content and Cultural Influences	32
Appendix F.	Attitudes Toward Teacher-Identified Skills, Attitudes, and Values	33
Appendix G.	Attitudes Toward Student-Identified Skills, Attitudes, and Values	34
Appendix H.	About You - Respondent Information Sheet	35
Appendix I.	Language Arts Questionnaire, Employer Priorities	36
Appendix J.	Language Arts Questionnaire, Parent Priorities	44
Appendix K.	Language Arts Questionnaire, College Priorities	46
Appendix L.	Teacher Attitude Survey of Administrative Support	49

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I. INTRODUCTION

Ideally, assessment projects would grow out of a recognition that any program needs continuing or periodic evaluation. Are the assumptions, goals, procedures of the program valid? Is the program achieving its purposes? Ideally, we would anticipate a willingness to answer such questions objectively and critically.

In fact, however, assessment usually occurs because someone senses an inadequacy, because there is a climate of tension, dissatisfaction, and disagreement. Such is the case in this account of the development of a model for evaluation of educational programs. The actual situation involved an English program, and this paper is a report on the efforts to find a workable assessment procedure.

There have been several approaches to assessment that do offer some help to those seeking evidence of program success: observed student performances, standardized tests, criterion-referenced test items, performance objectives, classroom observations, and attitude surveys. The difficulty with using any one of these approaches is not with what it would do but with what it would not do. An evaluation instrument or technique looks at one segment of reality, thus ignoring other aspects of reality which may be equally important. The problem is not in the instrument per se, but in selecting and relating instruments in ways which will lead to understanding as many aspects of the total situation as possible within the constraints of time and resources.

It also needs to be recognized that an assessment project of this sort does not begin with instruments or project goals; it begins with people, their perceptions and needs. To relate program evaluation more closely to these perceptions and needs, the following set of working principles was developed as the project got underway:

> That the program assessment model must be people centered.
> When schools begin assessment programs, it can be expected that there will be some tensions, some distrust, some concerns. In this project the intent has been to deal with these feelings empathetically and positively. Group members were encouraged to state their observations of and reactions to the group processes and to help others develop alternative points of view.
>
> That the project involve people with a wide variety of skills and insights.
> The trusting relationships established early in the project made it possible to bring in additional resource people and to work comfortably with their contributions.
>
> That teachers demonstrate a high level of "project control."
> In all cases the English staff was involved in developing program goals, selecting objectives, and using assessment instruments. The project steering committee forwarded recommended alternatives to the staff for their decision. This participatory process slowed the project considerably, and there were very few times when all persons were pleased with the outcome. But there were even fewer times when a person or sub-group was accused of making decisions which should have been made by others.

That a variety of instruments be used in the program assessment. The committee concluded that, because of the complexity of the English program, judgments could be made only through the collection of several types of data and that a number of assessment procedures would be needed.

That curriculum cannot be thought of as a set of statements which once established take on the aura of eternal verities. Curriculum is a dynamic process reflecting changing needs of people, new understandings of the nature of our world, and new priorities. Any attempt to evaluate the success of the curriculum must take into account this dynamic character. Through the recognition that English curriculum is multi-faceted in its reflection of a multi-faceted world, this assessment model attempts to maintain a flexibility which permits it to arise from the living curriculum in the classroom but which also permits it to aid in modifying that curriculum.

This document describes a language arts program assessment project in the Seattle Schools. An attempt has been made to establish the scene of the action by describing, first, background information leading to the development of the model; second, the model and its components; and third, the goals, objectives, and instruments used within the framework of the model.

A model provides a structure which allows an audience to begin with its own assumptions and goals and end with its own unique results. The model is presented within the context of its use to aid readers in understanding the model's relevance and to illustrate the human involvement in its implementation.

While the model contained in this document was developed for use within an English department, the model may be found useful in other situations. The evaluators structured the model in general terms so that with a few modifications it might be used by either a school department, a grade level, a total school program, or a school district program.

II. THE HISTORY OF THIS PROJECT

The setting

Nathan Hale High School in northeast Seattle is in a largely residential area of middle and upper-class families. It has a relatively large percentage of students who enter college upon graduation, and its achievement on standardized test scores is significantly above both national and Seattle norms. On the other hand, it has a number of students who achieve at very low levels and whose aspirations for the future do not include college work.

This project began because the administration

Opinions of the English program

1) believed that the English program in the school was oriented toward the college-bound student and generally failed to provide courses designed to meet the needs of other students,

2) was aware of the complaints of particularly vocal parents and members of the community who claimed that students were being graduated from school without thorough training in the "basic skills"--specifically reading and writing, and

3) felt that--at least to some degree--there was among the language arts staff an attitude of complacence and unwillingness to adjust to meet the needs of modern high school students.

On the other hand, the language arts teachers

1) believed the department was performing capably,

2) believed the success of Hale students in college showed that their high school work had indeed prepared them well,

3) felt the department had shown considerable flexibility over the years by adjusting program to make maximum use of teachers' skills,

4) could demonstrate there were ample opportunities for students to develop a high level of competence in the basic oral, written, and reading skills, and

5) agreed that any judgment of a department must be based not only on skills development but also on the extent to which students were given opportunities to develop humanistic and cultural awareness.

It was at this point that the principal invited the district Basic Skills Department to join the Hale staff in an evaluation of their language arts program. After considering the nature of the problem and several alternative approaches, it was decided to invite the State Supervisor of English to work cooperatively with the school and district staffs to carry out the evaluation. The State Supervisor had previously indicated an interest in developing some models for English program evaluation and welcomed this opportunity to assist Seattle staff members.

Developing the Planning Committee

Next, a planning committee was formed composed of the principal and one other administrator, a Basic Skills Office consultant, the English department chairman, and one other English teacher. It soon became apparent that research and evaluation specialists from both the state and the district would be needed and that the study would have greater validity if students and parents were included on the planning committee along with the administrators, curriculum specialists, and teachers.

The planning committee began to meet regularly in April of 1972. It saw as its task the determining of ways to ascertain whether or not Hale students were being adequately trained in those areas where questions had been raised. It was not until several months later and after a number of meetings had been held that the research-oriented members of the committee admitted that they were not comfortable with the procedures being followed. Indeed, they could not foresee a successful outcome of the project as long as it focused on the basis of felt inadequacies. Rather, they said, there should be a clearly established procedure which included identifying departmental goals, outlining the various steps to be followed, and appointing the persons to be responsible for each step.

III. DEVELOPING AND IMPLEMENTING THE MODEL

Accordingly, a model based on the work of Stufflebeam and Guba* was developed by Cathy Candor (Seattle) and Dr. Harry Johnson (OSPI), and its procedures were followed. This meant that some work which had been completed--for instance, some instruments had been selected--had to be held in abeyance until the department could provide a written listing of its goals and until decisions had been made on those goals to be evaluated in this project. Once the researchers had developed the model and it was agreed that Step I in the model (establishing the evaluation focus) had already been completed, the department began immediately to complete Step II (the identification of goals).

Prior to this project the goals of the English department were stated only in very global terms. When it became clear that the project needed more specific goals, such goals were developed based on the needs that had been stated. In effect, then, since there was a concern about the development of skills in written composition, a specific goal was included for that area. But no concerns were evidenced about the development of speaking or listening skills, so no goal was developed. Staff members strongly disliked this imbalance in the goals and they decided to develop a more comprehensive set, even though they recognized that the project would be unable to assess the new goals during the present school year. In view of the particular concerns of the school administration and English staff, the emerging goals were directed toward instruction in skills and values; reactions from students, school personnel, and the community about the program; and information on the adequacy of administrative and departmental services.

Much of the work in Step III (specifying information to be collected) had already been completed. However, since the whole project was based on the premise that no step should be taken unless the department had agreed, it took many meetings with the staff--and much sacrifice of time and effort by the teachers--to fully explain the instruments and establish the criteria upon which the evaluation should be based.

Rationale for the selection of instruments

The determination of the limits of the objectives was based on several considerations. First, the researchers wanted to use instruments which produced a variety of information but little repetition. Second, often the availability of instruments, such as for written composition, was quite limited. Third, occasionally it was not possible to identify a practical (in time, manageability, and cost) procedure for some portions of the goals.

At the time of this writing, the Nathan Hale English staff has not completed assessing the data gathered through the instruments. But it is not the intent of this report to describe the Hale data, which is the concern of the Hale staff and the Seattle School District. However, the model used to bring people together, to assign responsibilities, and to accomplish program-assessing tasks with interpersonal accord may be of some use to others.

*Stufflebeam, Daniel L. "Evaluation as Enlightenment for Decision-Making." In W. H. Beatty (Ed.), Improving Educational Assessment and An Inventory of Measures of Affective Behavior. Washington: Association for Supervision and Curriculum Development, NEA, 1969. Pp. 41-73.

IV. DESCRIPTION OF THE MODEL

The model which follows assumes that any effective evaluation procedure will be based on:

A. A recognition that there is a need for an evaluation;

B. That the goals of the program can be clearly and specifically identified;

C. That at least portions of the goals can be assessed;

D. That the evaluation should proceed in a logical and well-defined sequence;

E. That someone should be named to be responsible for each step;

F. That support personnel and their respective roles should be identified at the beginning of the project.

The complete model will be found on pages 9, 10, and 11.

By referring to the model, one can see that Column 1 identifies the steps in the evaluation. In Column 2, the person responsible for carrying out the task is specified. It will be noted that, after Step I, the responsible person is usually either a member of the language arts staff or an evaluator. Members of the administration and curriculum specialists generally serve to provide information. In actual practice they also have been able to stimulate progress through various kinds of support services such as securing secretarial help, authorizing released time, preparing preliminary drafts, etc. In Column 3, persons are designated to aid the person who is primarily responsible for carrying out the task. The last column specifies resource persons and their function in each of the steps.

THE EVALUATION MODEL

STEP	RESPONSIBLE PERSON	OTHER PERSONS REASONABLY INVOLVED				RESOURCE PERSON	
		Persons who might very well be brought in on the process of taking some part or all parts of the step	Purpose in Involving Them			Persons outside the department with special expertise, who might well have to be called in to help in taking the step	
		Kind of Person	So as to understand & implement effect	So as to feel supportive	So as to have proper part in decision making	Source of ideas	Kind of Person	Function
I. Focus the evaluation								
A. Feel need for information to make decision(s) or answer question(s).	District admin., Area admin., Principal, Department head	Depending on specific need identified in I,A, other persons (parents, kids, communities, other departments board members) might be involved in steps marked with an asterisk				X	Researcher	Provide expertise in defining the need.
B. Decide what "system" should be evaluated to meet the need in I,A and define this "system."	District admin., Area admin., Principal Department head						Researcher	Provide expertise in defining the area of evaluation.
Note: From this point on steps will be outlined with the assumption that the "System" to be evaluated is a given department within a school.								
From this point on, in this model, we shall describe only the steps to be carried out by the people in one department.								

Figure 1

STEP	RESPONSIBLE PERSON	OTHER PERSONS REASONABLY INVOLVED					RESOURCE PERSON	
		Kind of Person	Purpose in Involving Them			Source of ideas	Kind of Person	Function
			Understand	Support	Decide			
II. Specify the goals of the department relative to the need in I.A preceding.								
A. Spell out goals.	Department head	Staff members	X	X	X	X	Researcher	Help translate goals and objectives into measurable terms.
B. Be sure staff members understand them.	Department head & staff members							
C. Be sure administration accepts them.	Department head and principal, area administrator, district admin.							
D. Select goals relevant to the need in I.A.								

Figure 1 (cont.)

STEP	RESPONSIBLE PERSON	OTHER PERSONS REASONABLY INVOLVED					RESOURCE PERSON	
		Kind of Person	Purpose in Involving Them			Source of ideas	Kind of Person	Function
			Understand	Support	Decide			
III. Collect information								
A. Specify the kind of information that is to be collected relative to each of the department goals.	Researcher	Department head Staff members	X	X				
B. Select or devise instrument(s) to collect each item of information.	Researcher	Department head Staff members	X	X			Researcher	(a) To suggest and/or recommend appropriate instruments. (b) To provide expertise in the development of new instruments.
C. Determine criteria for evaluation of each goal using the instrument established above.	Department head	Staff members*	X	X	X	X	Researcher	To insure criteria are appropriate to measurable goal or objective.
D. Specify populations, methods, sampling procedures, etc. for information collection.	Researcher	Department head and those above			X	X	Researcher	To provide technical assistance regarding data collection.
E. Inform department head and staff of final instrument selection, development and data collection procedures.	Researcher Department head Staff members			X				
F. Specify arrangements and schedule for information collection.	Department head	Staff members and principal	X	X	X	X	Researcher	To insure arrangements, schedules and consistent with III,B and III,C.
IV. Organize information	Researcher	Staff members and principal	X	X		X		

Figure 1 (cont.)

Figure 2 AMPLIFICATION OF COLUMN 1 OF THE MODEL

I. Steps taken to focus evaluation

A. Need is felt for information to make decision(s) or answer question.

B. Decide what "system" should be evaluated to meet the need in I,A and define this "system."

Note: From this point on steps will be outlined with the assumption that the "system" to be evaluated is a given department within a school.

From this point on, in this model, we shall describe only the steps to be carried out by the people in one department.

There are three major steps in the model. The first of these is to ascertain that someone feels a need for the evaluation and to establish the parameters of the evaluation.

II. Specify the goals of the department relative to the need in I,A preceding.

A. Department head and members of the department should state goals.

B. Department head should be sure staff members understand them.

C. Department head should be sure administration accepts them.

The second step is to specify the goals of the department and to insure widespread agreement on them. This means that the department members, who have primary responsibility here, must be not only open and accepting with each other but must be aware of the goals of building administrators and of the district.

Figure 2 (cont.)

III. Collect information

A. Specify the kind of information that is to be collected relative to each of the department goals.

B. Select or devise instrument(s) to collect each item of information.

C. Determine criteria for evaluation of each goal using the instrument established above.

D. Specify populations, methods, sampling procedures, etc., for information collection.

E. Involve department head and staff in final instrument selection, development and data collection procedures.

F. Specify arrangements and schedule for information collection.

In the third step, the evaluator must demonstrate his understanding of the goals by paraphrasing the goals to the department. Then he must determine the kind of information needed to ascertain whether the goal has been reached. His next responsibility is to bring to the department appropriate instruments and help the department in determining the level of achievement to be expected. Then he must work with school officials in arranging for the administration of the instruments.

At this point in the project it was found that communication was particularly important, that special efforts had to be made to understand what others were saying, and that it was necessary to be sensitive to each other's needs and concerns.

IV. Organize information

Step IV, the organization of information, is more than a mechanical process. Care must be exercised at this stage that statistical processes are not only accurate but are reported in ways that (a) are honest in showing both positive and negative results, (b) are presented objectively, and (c) lead to positive, forward-looking action on the part of those charged with the curriculum and strategies in the English program.

V. RELATING GOALS, OBJECTIVES, AND INSTRUMENTS

Appendix A represents what Hale teachers perceive as their program goals. As has already been indicated, these goals are more inclusive than it was possible to evaluate at one time. For the sake of clarity, the goals selected for assessment have been marked with an asterisk and have been repeated in Appendix B with their objectives. These objectives describe more specifically the intent of the goals and specify the instrument(s) to be used to determine their attainment. It should be understood that a goal may not be fully assessed even in cases where there are four objectives beneath it. That is, the intent of each objective is quite limited, and conceivably it could take a large number of objectives to do complete justice to a goal. The objectives, then, do not necessarily encompass the total intent of the goals, just as the goals do not necessarily encompass the total intent of the department.

Following the framing of the objectives and the selection of instruments, the members of the department (rather than the steering committee) determined the expected level of attainment. In cases where the attainment level could be strongly recommended by researchers based on available data, this information was included on a separate sheet. Though it may appear that the planning committee was being unduly cautious, the approach was in keeping with the idea of showing a high level of concern that decisions be made by those in the best position to do so.

IV. OBSERVATIONS FROM PROJECT PARTICIPANTS

Heather Lockman
Student

I first of all would like to thank everyone on the evaluation committee for the great job they did in spite of all the obstacles and for the opportunity I had to work with all of them.

The largest problem standing in the way of the project's success seemed to be the attitude of the student body. The students (at least those in my classroom) did not seem to take the surveys and skill evaluation instruments as seriously as they might have. That may be inevitable with this kind of endeavor. The students did not have a clear enough understanding of the project or why and how it should concern them as students. I'm not sure most of them could get that kind of insight without working with the committee as Gayle, Shelton, Kathy and I did.

Otherwise, I think all of you were brave to attempt something like this evaluation and braver still to carry it out. I hope as much can be learned from the information gathered through the use of the instruments as was learned in selecting and developing the instruments themselves.

Thomas J. Tangney
English Department Chairman

A serious attempt to establish accountability in education is extremely difficult. It is doubly so in humanities such as language arts. We entered this project with appropriate anxiety.

From the beginning, I felt that any language arts department, in all of its diversity, could not be evaluated by a one-dimensional instrument or on a one-dimensional scale. As the project developed, it became obvious that we needed a great number of instruments to measure departmental effectiveness in a great variety of areas.

My next concern was that the instruments measure facets of the language arts field generally agreed upon as of prime importance by the department staff and the steering committee. This concern brought the department actively into the project; and although the involvement proved extremely time consuming, I feel much of the validity of the evaluation was thus established.

Betty Cornaby
English Teacher

As a teacher representative on the Hale Evaluation Planning Committee, I felt that my responsibilities were primarily those of expressing the concerns of the language arts staff to the planning committee, of interpreting planning committee decisions to the staff, and of serving as a representative voice for classroom instruction in language arts. My original concern as a member of the planning committee was a lack of clearly stated reasons for and anticipated result of the evaluation. But as the evaluation planning continued, and both the complexity of evaluating a broad curriculum area such as language arts and the lack of prepared evaluation tools became more apparent, the scope of the evaluation became more meaningful to the teachers. Disagreement and distrust at the beginning of the evaluation grew into supportive, common interest in program improvement by the conclusion of the evaluation. As teachers were allowed to assume more of the development and implementation of evaluative tools, respect grew between staff and administration. Teachers asked that the evaluation be as broad-based as possible so that data collection might cover a number of language arts areas as well as student opinion and classroom observation of instructional strategies. The extended time period in order to involve more people including staff in the developing of evaluative tools prevented the department from being able to utilize the results of the evaluation for program revision as soon as it would have liked. At the same time, however, more genuine concern and involvement were brought about within the staff. A certain pride developed in being part of a department engaged in such an extensive curriculum evaluation project. Particularly helpful were the participants from the state and district offices who brought a needed objectivity and curriculum knowledge to the evaluation process.

Robert P. Mahan
English Specialist

Any observer of the English teaching profession in recent years is aware of the reluctance of English teachers to become involved in systems of accountability, evaluation, and objectively stated goals. Yet these same people are conscientious individuals whose energies are outcome-oriented. Almost without exception, they will say that their goal is to help students become literate, confident, socially-useful persons.

As an English specialist, it is my concern that teachers feel secure in knowing what their central task is, what the society, their administration, and the leadership within the profession see as primary goals and outcomes. It is also my concern that teachers, given the perspective of these expectations, be involved in making decisions involving English curriculum, in establishing the best ways to achieve their goals, and in determining the degree of success to which these goals have been achieved. A third concern is that the program contain sufficient flexibility to provide for a wide range of student abilities, interests, modes of learning as well as to have a part in making decisions which affect his educational experiences.

I see the model used in this project as an ideal way of meeting these concerns. It has provided input from a broad range of sources; it has helped the Hale staff to solidify its goals; it has been directed both toward the concrete, cognitive and skill-oriented aspects of English and toward the less objective, but very important, humanistic goals of educators. It has proven to me, and hopefully, to the staff, that evaluation can be conducted in ways which produce meaningful results without being threatening and critical.

This project has reaffirmed my conviction that teachers are, on the whole, a highly dedicated group willing to make sacrifices to assure a sound educational program. Certainly the English teachers at Hale, who, with the guidance of an able department chairman, have given hours of time and much thoughtful effort to the project, are such a group. I fully expect that, with the data now available to them, they will continue to modify goals, course offerings, and teaching strategies to meet the needs of all of their students. Because of this evaluation project, these changes can now be based on data previously unavailable.

Gordon Albright
Principal

In the winter of 1972 I was approached by some citizens representing the Hale Advisory Council with an accusation that the English Language Arts Department was not functioning and performing satisfactorily. There was a segment in the community which felt this department was weak and that students were not adequately being prepared for the world of work, college or university, and other areas of post-high school entrance.

I discussed this with the Language Arts Department Head and teachers at Nathan Hale and their first reaction was defensive and negative. As time progressed, I believe they realized that we would have to look at the department very closely as to its overall performance and then make any necessary changes as determined by the results of the study.

The department worked long and hard evaluating many aspects of their curriculum, and clarified their goals and objectives in an extremely creditable way. At this time I now have adequate information so that I can meet the accusations of the community, and am able to point out the many strengths of the department and also admit with validity the weaknesses.

The effort was a statewide attempt, supported by the State Superintendent's Office, the County Superintendent's Office and also the local Seattle School District administration.

I feel the model which has been built can be used by other departments in our school and perhaps might even be a starting point for other districts interested in doing the same kind of study.

I want to especially compliment the Language Arts Department Head and the teachers for their courage, because it took something special to put their performance up before the scrutiny of highly-trained specialists for total evaluation. I am extremely proud of this departmental effort.

Charles D. Blondino
State Supervisor of Language Arts Education
Office of Superintendent of Public Instruction

Subject area specialists from our office serve essentially two functions: discipline specialists and program or group facilitator. In the first role we are expected to share the latest trends in the field, materials that might be helpful, and places where innovations are happening. In the facilitator role we are expected to offer minimal content input; our task is to develop a strategy to help people do what they want to do. Rarely is it feasible to perform both functions at the same time.

In the Hale project my role evolved into that of a facilitator. And I must say that I feel very comfortable with the strong process orientation of this evaluation task and with the improved relationships among those who participated from the high school. I do, though, have one major concern about the project outcome. It is vital that a department synthesize its thinking into a statement of philosophy or into goals and that some efforts be made to determine that the department is indeed moving towards its intent. But there must also be opportunities for the department to reexamine the adequacy, the significance of its goals by testing them against other points of view. I fear that once the monumental task of stating and assessing goals is completed, future efforts will be towards improving the department's performance in certain areas rather than determining whether the original goals are as important as they seemed to be. We need to take care lest the goals acquire a sense of finality they might not deserve.

Perhaps in the near future some of us might have the opportunity to work with this process again, but in a situation in which there is less emphasis on a required program assessment. Sometimes feelings ran so high that it was difficult to move with the clarity, the vision, and the openness characteristic of an unthreatening situation.

One aspect of the project which I found particularly rewarding was the communication with the research and evaluation personnel. Their ability to perceive the needs of others and translate those needs into acceptable objectives demonstrated not only competence but also their empathetic involvement with the concerns of others.

PROJECT CRITIQUE

There are many aspects of the evaluation outlined in this report which seem highly commendable. There is the clear recognition that evaluation must exist to fill a need, to provide information to assist in making better judgment; that the complexity of the evaluation process requires the commitment of considerable resources. There is the awareness that evaluation is often threatening and that much effort must be devoted to enlisting the support and cooperation of the many constituencies concerned so that the purposes and procedures are not subverted and distorted. An evaluation imposed without this consideration may easily create more problems than it is designed to resolve. The planning and execution of this study involved individuals from most if not all of the affected groups.

This evaluation avoided a common tendency to restrict its scope to easily stated objectives and easily measured outcomes. There was an attempt to define and measure the more elusive goals as well as an explicit recognition that some desirable objectives were simply not susceptible to observation within the scope of this study.

Another positive aspect of this evaluation plan is the definition of a general model in the context of an ongoing study. There has probably been an over-abundance of evaluation models in the abstract. However, it is in this area of consistency between the model and its application that some negative comments might be justified. For example, the model calls explicitly for an evaluation of the goals themselves but this cannot be found in the application of the model. The data from business and parents might have been used for that purpose but, in that case, the process of judging the appropriateness of the goals should have been completed before the attempt to evaluate the degree to which the goals had been achieved.

Since an evaluation is essentially a procedure consisting of obtaining and processing information to answer important questions, it would seem desirable to include not only the questions to be answered and the information to be obtained, but also the method by which the data is to be handled to shed light on the question. Doing this tends to assure that all of the important information is obtained and, equally important, tends to eliminate the collection of data which does not need to be obtained. The model and its application fail to include explicit provisions in this regard. It is difficult to see, for example, how all of the information in the long and complex questionnaire to businessmen could be meaningfully utilized.

These few negative comments should not detract unduly from the generally positive reactions outlined above. Certainly the decision to commit the extensive resources necessary to implement this broad plan is commendable.

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APPENDIX A

HALE HIGH SCHOOL
LANGUAGE ARTS DEPARTMENT GOALS

Committee results of following Step II of the model, "Specify the goals of the department relative to the need." Substep A, "Spelling out the goals," and Substep D, "Selecting goals relevant to the need," are fulfilled here. (Goals selected for evaluation are preceded by an asterisk.)

I. Skills Development

*A. Students at each succeeding grade level will demonstrate greater achievement in writing in the following areas: ideas, organization, wording, flavor, usage, sentence structure, punctuation, and spelling.

*B. Students at each succeeding grade level will demonstrate greater achievemsnt in reading in the following areas: vocabulary, efficiency reading (including adequate comprehension in uncomplicated material at a satisfactory rate), and the ability to vary skills for reading in depth.

C. Students at each succeeding grade level will demonstrate greater achievement in speaking in the following areas: communicating ideas, giving explanations, using speaking skills, using means of supporting an idea, using the voice effectively, using standard American English, and achieving a level of comfort in speaking.

D. Students at each succeeding grade level will demonstrate greater achievement in listening in the following areas: listening for instructions and listening for information.

E. Students at each succeeding grade level will demonstrate greater achievement in intellectual skills in the following areas: analyzing, evaluating, and synthesizing information.

II. Content and Cultural Awareness

A. Literature study will include a representative selection of various literary types.

B. Speech and drama opportunities will include both practical and creative aspects.

C. Writing opportunities will include practical, creative, and journalistic aspects.

III. Value and Attitude Formation

*A. The Language Arts Department will help students establish values and develop attitudes toward themselves, their school, and society in such areas as: responsibility, self-discipline, good judgment, respect for human worth and dignity, improvement of human relations.

*B. Students will develop positive attitudes toward the content and cultural influence of English Language Arts.

IV. Instructional Goals

*A. Teachers will use teaching techniques which facilitate student achievement.

B. The Language Arts Department will effectively prepare students for a variety of post-high school needs.

V. Planning, Implementation, and Evaluation of Goals

A. Student Information:

*1. Students of varying abilities and backgrounds will indicate that the English Language Arts Department program has helped them develop the skills, attitudes and values, and learning which the department views as important.

*2. Students will indicate that the language skills, attitudes and values, and learning which they view as important are part of the English Language Arts program.

B. Community Information:

*1. Nathan Hale High School will obtain information from members of the community, businessmen, and college representatives pertaining to those skills and attitudes which they believe students should have in the area of Language Arts.

C. Administrative Services:

*1. Teachers will receive from administrative services the support and opportunity to participate in decision-making sufficient to assure a successful Language Arts program.

2. Teachers will be afforded opportunities to view new teaching materials and techniques.

D. Department Organization:

1. A sufficient choice of both elective and required courses will be available to students in order to achieve departmental goals.

2. A variety of approaches will be available to students in order to achieve departmental goals.

APPENDIX B

GOALS, OBJECTIVES, AND CRITERIA FOR EVALUATION OF LANGUAGE ARTS PROGRAM

Committee results of following Step III of the model, "Collect information." Substep A, "Specify the kind of information to be collected," Substep B, "Select or revise instruments to collect each item of information," and Substep C, "Determine criteria for evaluation of each goal" are included here.

I. Skills Development

A. Goal: Students at each succeeding grade level will demonstrate greater achievement in writing in the following areas: ideas, organization, wording, flavor, usage, sentence structure, punctuation, and spelling.

Objective: Using a Diederich Theme Evaluation Scale which employs the above criteria to differentiate between "high," "middle," and "low" writing for the 3 grade levels, at least 35% of the senior papers will be rated "high" and no more than 15% will be rated "low."

Suggested criteria: 40% "high"
10% "low"

Example: 100 senior papers
200 junior papers
200 sophomore papers

The 500 papers would be divided as follows: 125 or 25% "high," 250 or 50% "middle," and 125 or 25% "low." Using the suggested criteria, of the 125 "high" papers at least 35% of the 100 senior papers would be in the "high" category and no more than 15% senior papers in the "low" category.

B. Goal: Students at each succeeding grade level will demonstrate greater achievement in reading in the following areas: vocabulary, efficiency reading (including adequate comprehension in uncomplicated material at a satisfactory rate), and the ability to vary skills for reading in depth.

Objective 1: Using the Nelson-Denny Reading Test to measure reading vocabulary and comprehension, on the vocabulary section the mean raw score will be 24 or above for tenth graders, 28 or above for eleventh graders, and 31 or above for twelfth graders. On the comprehension section the mean raw score will be 33 or above for tenth graders, 39 or above for eleventh graders, and 42 or above for twelfth graders. (Note: The criteria specified here are raw scores at the 65th percentile, based on fall norms. If the test is given later in the year, the scores will be appropriately adjusted.)

Objective 2: Using a reading selection to measure reading speed and comprehension on which students will not be able to review the material after the first reading, the average rate of tenth grade students will be 200 w.p.m. with 90% comprehension; of eleventh graders, 250 w.p.m. with 90% comprehension; of twelfth graders, 300 w.p.m. with 90% comprehension.

Objective 3: Using a reading selection to measure reading speed and comprehension on which students will be able to review the selection at will, on the formula

"Recognition/Power = $\frac{\text{Comprehension}}{\text{Time (Number of minutes to read selection and answer questions)}}$"

the average tenth grade student will achieve a factor of 7 or better; the average eleventh grader, 9 or better; the average twelfth grader, 11 or better.

Suggested reading: "Animal Inventors" and "The Story of Handel's Messiah" from How to Become a Better Reader by Paul Witty.

Examples: $\frac{100\%}{14 \text{ minutes}} = 7.14$ (The selection may be read at 200 w.p.m. in 6:45)

$\frac{90\%}{14 \text{ minutes}} = 6.43$

$\frac{100\%}{11 \text{ minutes}} = 9.09$ (The selection may be read at 275 w.p.m. in 4:54)

$\frac{100\%}{9 \text{ minutes}} = 11.11$ (The selection may be read at 325 w.p.m. in 4:09)

$\frac{90\%}{9 \text{ minutes}} = 10.00$

III. Value and Attitude Formation

A. Goal: The Language Arts Department will help students establish values and develop attitudes toward themselves, their school, and society in such areas as: responsibility, self-discipline, good judgment, respect for human worth and dignity, and improvement of human relations.

Objective: Using the Instructional Objectives Exchange (IOX) self-reporting instruments to measure self-concept and attitude towards school, at least 60% of the students will demonstrate positive attitudes toward themselves and their school by responding favorably to 60% of the items. (See Appendix C, p. 26.)

B. Goal: Students will develop positive attitudes toward the content and cultural influences of English Language Arts.

Objective 1: When students are asked what their feelings are about those English Language Arts courses that they have taken at Hale High School, 50% of the students responding to each course will mark "strongly favor" or "favor." Less than 20% will mark "strongly against." (See Appendix D, p. 30.)

Objective 2: Using a sentence completion instrument with introductory statements related to the content and cultural influences of English Language Arts, at least ___% of the students will demonstrate positive acceptance of each of the items by completing the sentence with a positive adjective or phrase. (Determination of "positive adjective or phrase" will be made by a team of readers including at least two members of the Hale ELA department.) (See Appendix E, p. 32.)

IV. Instructional Goals

A. Goal: Teachers will demonstrate teaching techniques which facilitate student achievement.

Objective: Using a suitable observational technique, trained observers will verify that teachers are using teaching techniques which facilitate student achievement...

V. Planning, Implementation and Evaluation of Goals

A. Student information

Goal 1: Students of varying abilities and backgrounds will indicate that the English Language Arts program has helped them develop the skills, attitudes and values, and learning which the department views as important.

Objective 1: On a list of skills, attitudes and values that the ELA department views as important, at least ___% of the students from each identified group will indicate that their English Language Arts courses have helped their progress on ___% of the items. (See Appendix F, p. 33.)

Goal 2: Students will indicate that the language skills, attitudes and values, and learning which they view as important are a part of the English Language Arts Program.

Objective 1: On a survey instrument which asks students to indicate (1) which of the listed Language Arts goals are important to them, and (2) which of their Language Arts classes have helped them to achieve, ___% of the students will indicate that at least ___% of the language skills they feel are important are being achieved.

Objective 2: Using college grades, "After Graduation What?" the senior survey and other available sources of data on graduates of Hale, statistics will be compiled to indicate the degree to which the language skills, attitudes and values, and learning which they view as important have been achieved. (See Appendix G, p. 34.)

B. Community information

Goal: Nathan Hale High School will obtain information from the community, businessmen, and college representatives pertaining to those skills which they believe students should have in the area of language arts.

Objective: Analyzing the results of a questionnaire to the community, businessmen and colleges, the ELA department will prepare a list of skills which these groups feel are necessary for success. Within ___ months the ELA staff will take steps to examine the program in relationship to these skills and present to the principal their program recommendation. (See Appendices I, p. 36; J, p. 44; K, p. 46.)

C. Administrative services

Goal: Teachers will receive from administrative services the support and opportunity to participate in decision-making sufficient to assure a successful Language Arts program.

Objective: Given a modified Likert-type scale assessing teacher attitude toward administrative support services, the average rating for each item will be on the positive side. (See Appendix L, p. 49.)

APPENDIX C

SELF-APPRAISAL INVENTORY AND SCHOOL SENTIMENT INDEX

These are the instruments specified for assessing Value and Attitude Formation in Section III, A. in Appendix B.

SELF-APPRAISAL INVENTORY
(Instructional Objectives Exchange)

Peer	1.	I like to meet new people.
School	2.	Schoolwork is fairly easy for me.
Peer	3.	I ought to get along better with other people.
School	4.	I usually like my teachers.
Peer	5.	People often pick on me.
School	6.	I often feel upset in school.
Peer	7.	Most people have fewer friends than I do.
School	8.	I can get good grades if I want to.
Peer	9.	I am easy to like.
School	10.	I forget most of what I learn.
Peer	11.	I am popular with girls.
School	12.	I often volunteer in school.
Peer	13.	I am lonely very often.
School	14.	I am a good student.
Peer	15.	Older kids do not like me.
School	16.	I often get discouraged in school.
Peer	17.	I am always friendly.
School	18.	My teacher makes me feel I am not good enough.
Peer	19.	Most people are much better liked than I am.
School	20.	I am slow in finishing my school work.
Peer	21.	I am popular with boys.
School	22.	I can give a good report in front of the class.
Peer	23.	I don't have many friends.

School 24. I am proud of my school work.

Peer 25. I am among the last to be chosen for teams.

School 26. I am a good reader.

Peer 27. It is hard for me to make friends.

School 28. I am not doing as well in school as I would like to.

Peer 29. Friends usually follow my ideas.

School 30. I find it hard to talk in front of the class.

Peer 31. I wish I had more close friends.

School 32. I am good in my school work.

Peer 33. Sometimes I am hard to be friendly with.

School 34. I like to be called on in class.

Peer 35. I am fun to be with.

School 36. My classmates think I am a good student.

Peer 37. Often I don't like to be with other children.

School 38. I would like to drop out of school.

Peer 39. I would rather be with kids younger than me.

School 40. I can disagree with my teacher.

Scoring

Scores may be obtained by assigning points (4, 3, 2, or 1) to each response--strongly agree, agree, disagree and strongly disagree. Responses which receive 4 points are those which indicate:

1. Favorable view of self in relations with peers (peer subscale)

2. Favorable view of self in school situations, involving school work, teacher, etc. (school subscale)

III. A.

SCHOOL SENTIMENT INDEX
(Instructional Objectives Exchange)

S* 1. I do my best in school.

G 2. Each morning I look forward to going to school.

S 3. My school has too many rules.

S 4. I often feel rushed and nervous at school.

P 5. Students in school aren't very friendly.

L 6. I hate having to do homework.

G 7. When I'm at school, I'm usually unhappy.

S 8. The school is run like a prison.

S 9. If I did something wrong at school, I know I would get a second chance.

P 10. I enjoy working on class projects with other students.

L 11. I would rather learn a new sport than play one I already know.

G 12. School depresses me.

S 13. Whenever I'm called to one of the offices at school, I feel upset.

S 14. I think there is too much pressure in school.

P 15. School is a good place for making friends.

L 16. I like the challenge of a difficult assignment.

G 17. I stay home from school whenever I can.

S 18. My classes are too big.

S 19. I'm very interested in what goes on at school.

L 20. The main reason for going to school is to learn.

S 21. If I had a serious problem, I don't know one teacher in my school I could go to.

S 22. Students have enough voice in determining how school is run.

S 23. I usually don't get involved in many school activities.

P 24. I really like most of the kids at school.

S 25. I attend many school events.

S 26. I really feel I'm part of my school.

P 27. It is difficult for a new student to find friends at school.

L 28. My favorite classes are those in which I learn the most.

G 29. I would like to go to school all year long.

S 30. Each September I look forward to the beginning of school.

S 31. Our school is so large, I often feel lost in the crowd.

G 32. I try to do good work in my class.

G 33. I like school better than my friends.

S 34. There's no privacy at school.

S 35. I enjoy the social life at school.

P 36. There are many closed groups of students at school.

L 37. I often buy books with my own money.

G 38. I liked school better when I was in elementary school than I do now.

S 39. At school, other people really care about me.

S 40. If I thought I could win, I'd like to run for an elected student body office.

L 41. I do more school work than just what is assigned.

S 42. Lunch time at school is not fun.

G 43. If I had the choice, I wouldn't go to school at all.

S 44. I follow the school rules.

Scoring

Scores may be obtained by assigning points to each response. High scores indicate:

a. An expressed tendency to approach rather than avoid learning - related activities.

b. A favorable attitude toward the social structure and climate of one's own school.

c. A favorable attitude toward peer relations in the school context.

d. A favorable attitude toward the general notion of "school."

* L = Learning
S = Student
P = Peer
G = General

APPENDIX D

ATTITUDES TOWARD COURSES

This is the instrument used to evaluate item III, B, 1, in Appendix B (see p. 24).

What is your feeling about those English-Language Arts courses that you have taken at Hale High School?

	Strongly Favor	Favor	Neutral	Against	Strongly Against
L.A. 10a (six week courses)					
Speech					
Oral Interpretation					
Problem Solving					
Drama (Introductory)					
Current Events Speech					
Introduction to Debate					
L.A. 10b (twelve week courses)					
Writing (reading newspapers) . .					
Writing (reading a novel) . . .					
Writing (reading non-fiction) .					
Writing (reading minority literature)					
Writing (reading psychology) . .					
Writing (basic skills)					
L.A. 11a (six week courses)					
Shakespeare and American Drama					
American Drama					
Minority Literature					
Basic Skills					
Word Study					
Writing Laboratory (twelve weeks)					

	Strongly Favor	Favor	Neutral	Against	Strongly Against
L.A. 11b (six week courses)					
American Novel					
Contemporary American Literature					
Fantasy					
Man and Nature					
Man Alone (The Individual in Today's World) . . .					
Traditional L.A. 12a					
Individualized L.A. 12a					
Pre-Senior Reading L.A. 12a					
Senior Reading					
Advanced Literature					
Individualized Reading					
Debate					
Advanced Speech					
Drama					
Advanced Drama					
Journalism					
Advanced Journalism					
Annual					
FEAST L.A.					

APPENDIX E

ATTITUDES TOWARD CONTENT AND CULTURAL INFLUENCES

This instrument was used in evaluating item III, B, 2, in Appendix B (see p. 24).

Please complete the following introductory ideas:

1. People read because _____

_____.

2. People write because _____

_____.

3. People speak because _____

_____.

4. People listen because _____

_____.

5. People attend plays and movies because _____

_____.

6. When I pick up a newspaper, I _____

_____.

7. Whenever I am asked to read a novel, I _____

_____.

8. When I read short stories, I _____

_____.

9. Whenever I have the opportunity to read a magazine article, I _____

_____.

10. When I read poetry, I _____

_____.

11. When I read plays, I _____

_____.

12. The study of grammar is _____

_____.

APPENDIX F

ATTITUDES TOWARD TEACHER-IDENTIFIED SKILLS, ATTITUDES, AND VALUES

This instrument was used in evaluating item V, A, 1 of Appendix B (see p. 25).

Do you think your English-Language Arts courses have influenced your progress in each of the following areas?

In this area, my English-Language Arts courses have --

a - Helped my progress a great deal
b - Helped my progress a little
c - Not influenced me one way or the other
d - Hindered my progress

(please check one letter for each area)

a	b	c	d	
				SKILLS
_	_	_	_	Handling abstract ideas
_	_	_	_	Reasoning
_	_	_	_	Gathering evidence and drawing conclusions
_	_	_	_	Organizing material
_	_	_	_	Making comparisons
_	_	_	_	Separating fact from opinion
_	_	_	_	Differentiating between the general and the specific
_	_	_	_	Using literary tools such as sensory impressions, metaphors, alliteration, imagery
_	_	_	_	Appreciating, understanding and using emotional responses
				ATTITUDES
_	_	_	_	Willing to participate in discussion groups (small) or in classroom discussion
_	_	_	_	Desiring to improve writing with revision and proofreading
_	_	_	_	Seeing reading as a worthwhile leisure-time activity
_	_	_	_	Looking favorably toward expanding reading and speaking vocabulary
_	_	_	_	Listening actively to what others say
_	_	_	_	Evaluating objectively what others say or write
_	_	_	_	Seeing the study of literature (fiction, poetry, plays) as a means of exploring ideas important to mankind
_	_	_	_	Seeing the study of literature and writing patterns as a means to improve my use of language
_	_	_	_	Demonstrating tolerance toward other views and opinions
				VALUES
_	_	_	_	A need for ethical values
_	_	_	_	Love for others
_	_	_	_	Understanding of self
_	_	_	_	Honesty
_	_	_	_	Honorable action
_	_	_	_	Responsible action
_	_	_	_	Patience and endurance
_	_	_	_	Tolerance toward others
_	_	_	_	Willingness to make decisions and abide by them

APPENDIX G

ATTITUDES TOWARD STUDENT-IDENTIFIED SKILLS, ATTITUDES, AND VALUES

This instrument was used to evaluate item V, A, 2 of Appendix B (see p. 25).

Please put check marks (✓) in the last two columns below to indicate (1) Language Arts goals which are important to you, and (2) goals which your English-LA courses help you achieve.

	These are important to me:	My English-LA courses help me improve:
1. Learn to read faster		
2. Learn to read more difficult material		
3. Learn to understand new kinds of material, such as _____.		
4. Learn to appreciate new kinds of material, such as _____.		
5. Read some new novels, such as _____.		
6. Read some poetry, such as _____.		
7. Read some other material, such as _____.		
8. Learn to listen with greater understanding		
9. Learn to listen with better attention		
10. Learn to remember what I've heard more accurately		
11. Learn to spell better		
12. Learn to punctuate and capitalize better		
13. Learn to be more grammatical		
14. Learn to express myself more clearly		
15. Learn to write more persuasively		
16. Learn to write better descriptions		
17. Learn to write a story		
18. Learn to write poetry		
19. Learn to speak in an interesting way		
20. Learn to speak in a persuasive way		
21. Learn to understand myself better		
22. Learn to understand others better		
23. Other, such as _____.		

APPENDIX H

ABOUT YOU

This instrument was completed by all students involved in the evaluation. Its purpose was to make it possible to relate the results to different populations within the school. (See Appendix A, Item V, A, 1, p. 22.)

_____Male _____Female

Class:

_____Sophomore
_____Junior
_____Senior

What English-Language Arts courses have you taken at Hale (please include the one you are in now)?

_____

_____

_____

_____

What do you plan to do after graduating from high school? Please check the one which most nearly agrees with your plans.

_____ military service (full-time, not reserve)

_____ four-year college

_____ community/junior college

_____ academic, general, cultural courses

_____ vocational training

_____ vocational technical institute or school

_____ business college or school

_____ beauty school

_____ on-the-job training

_____ full-time employment

_____ part-time employment

_____ marriage

_____ other (please specify)

_____

_____ undecided

APPENDIX I

LANGUAGE ARTS QUESTIONNAIRE, EMPLOYER PRIORITIES

This questionnaire was used to accumulate data called for in Appendix B, Item V, B (see p. 25).

As part of an evaluation of high school English Language Arts programs in Seattle, we want to determine the attitudes and language skills that employers deem important and the degree of competence necessary for various vocational tasks. Your prompt completion and return of the questions below will give us invaluable information. The questionnaire is divided into three parts - Part I concerns jobs requiring a high school education or equivalent, Part II for those requiring special vocational training, and Part III for those requiring a college education. The response items are identical in each part. If you do not employ persons in any of the three categories you may, of course, omit that portion of the questionnaire.

PART I - FOR JOBS REQUIRING A HIGH SCHOOL EDUCATION OR EQUIVALENT

A. Please indicate here a specific job title you have in mind as you are rating the items below. _____

_____

B. Please list other jobs in your organization which would require similar qualifications. _____

_____

_____

C. Please rate each item below as very valuable, good information to have but not necessary, or of minor importance for jobs in this category.

	Very valuable	Good information to have but not necessary	Of minor importance
Writing			
1. Ability to write a sustained article of several pages			
2. Ability to write a unified one-paragraph statement			
3. Ability to complete utilitarian forms, such as application forms			
4. Accurate spelling involving highly technical terms			
5. Accurate spelling involving routine, commonly-used words			
6. Accurate punctuation of complex material			
7. Accurate punctuation of simple sentence patterns			
8. Complete, correct sentence structure			

	Very valuable	Good information to have but not necessary	Of minor importance
Reading			
9. Ability to read highly complex or technical material of several pages			
10. Ability to read relatively simple material, such as brief instructions			
11. Ability to read narrative materials such as in stores or newspaper and magazine articles			
Speaking			
12. Ability to communicate instructions clearly			
13. Ability to explain processes to others			
14. Ability to convince others (of such things as the value of procedures or products)			
15. Ability to use a standard American dialect			
Listening			
16. Ability to listen to and interpret complex instructions or explanations			
17. Ability to listen to and understand simple, uncomplicated instructions			
18. Ability to listen to and discriminate between fact and fiction, logical and illogical, etc.			
Intellectual Skills			
19. Ability to handle abstract ideas			
20. Ability to reason			
21. Ability to gather evidence and draw conclusions			
22. Ability to organize material			
23. Ability to make comparisons			
24. Ability to separate fact and opinion			
Personal Characteristics			
25. Ability to relate to others in mutually cooperative ways			
26. Responsibility for completing tasks, following regulations, persistence, etc.			
27. Ability to work independently			

	Very valuable	Good information to have but not necessary	Of minor importance
Personal Characteristics (cont.)			
28. Ethical principles and behavior			
29. Humanitarian impulses			
30. Good judgment			
31. Sense of perspective			
Knowledge			
32. Background in and understanding of literature			
33. Background in and understanding of history			
34. Background in and understanding of current problems and events			

D. In their order of importance, please list the numbers of each of the items which you marked as very valuable in Section C (list the most important item first).

most important →

PART II - FOR JOBS REQUIRING SPECIAL VOCATIONAL TRAINING (two-year college program, beauty school, business school, etc.)

A. Please indicate here a specific job title you have in mind as you are rating the items below. _____

_____

B. Please list other jobs in your organization which would require similar qualifications. _____

_____

_____

C. Please rate each item below as very valuable, good information to have but not necessary, or of minor importance for jobs in this category.

	Very valuable	Good information to have but not necessary	Of minor importance
Writing			
1. Ability to write a sustained article of several pages			
2. Ability to write a unified one-paragraph statement			
3. Ability to complete utilitarian forms, such as application forms			
4. Accurate spelling involving highly technical terms			
5. Accurate spelling involving routine, commonly-used words			
6. Accurate punctuation of complex material			
7. Accurate punctuation of simple sentence patterns			
8. Complete, correct sentence structure			
Reading			
9. Ability to read highly complex or technical material of several pages			
10. Ability to read relatively simple material, such as brief instructions			
11. Ability to read narrative materials such as in stories or newspaper and magazine articles			
Speaking			
12. Ability to communicate instructions clearly			
13. Ability to explain processes to others			
14. Ability to convince others (of such things as the value of procedures or products)			
15. Ability to use a standard American dialect			
Listening			
16. Ability to listen to and interpret complex instructions or explanations			
17. Ability to listen to and understand simple, uncomplicated instructions			
18. Ability to listen to and discriminate between fact and fiction, logical and illogical, etc.			

	Very valuable	Good information to have but not necessary	Of minor importance
Intellectual Skills			
19. Ability to handle abstract ideas			
20. Ability to reason			
21. Ability to gather evidence and draw conclusions			
22. Ability to organize material			
23. Ability to make comparisons			
24. Ability to separate fact and opinion			
Personal Characteristics			
25. Ability to relate to others in mutually cooperative ways			
26. Responsibility for completing tasks, following regulations, persistence, etc.			
27. Ability to work independently			
28. Ethical principles and behavior			
29. Humanitarian impulses			
30. Good judgment			
31. Sense of perspective			
Knowledge			
32. Background in and understanding of literature			
33. Background in and understanding of history			
34. Background in and understanding of current problems and events			

D. In their order of importance, please list the numbers of each of the items which you marked as very valuable in Section C (list the most important item first).

most important →

PART III - FOR JOBS REQUIRING A COLLEGE EDUCATION OR EQUIVALENT

A. Please indicate here a specific job title you have in mind as you are rating the items below. _____

_____

B. Please list other jobs in your organization which would require similar qualifications. _____

_____

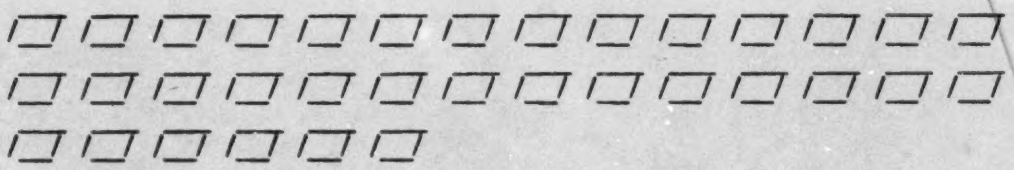
_____

C. Please rate each item below as very valuable, good information to have but not necessary, or of minor importance for jobs in this category.

	Very valuable	Good information to have but not necessary	Of minor importance
Writing			
1. Ability to write a sutained article of several pages			
2. Ability to write a unified one-paragraph statement			
3. Ability to complete utilitarian forms, such as application forms			
4. Accurate spelling involving highly technical terms			
5. Accurate spelling involving routine, commonly-used words			
6. Accurate punctuation of complex material			
7. Accurate punctuation of simple sentence patterns			
8. Complete, correct sentence structure			
Reading			
9. Ability to read highly complex or technical material of several pages			
10. Ability to read relatively simple material, such as brief instructions			
11. Ability to read narrative materials such as in stories or newspaper and magazine articles			
Speaking			
12. Ability to communicate instructions clearly			
13. Ability to explain processes to others			

	Very valuable	Good information to have but not necessary	Of minor importance
Speaking (cont.)			
14. Ability to convince others (of such things as the value of procedures or products)			
15. Ability to use a standard American dialect			
Listening			
16. Ability to listen to and interpret complex instructions or explanations			
17. Ability to listen to and understand simple, uncomplicated instructions			
18. Ability to listen to and discriminate between fact and fiction, logical and illogical, etc.			
Intellectual Skills			
19. Ability to handle abstract ideas			
20. Ability to reason			
21. Ability to gather evidence and draw conclusions			
22. Ability to organize material			
23. Ability to make comparisons			
24. Ability to separate fact and opinion			
Personal Characteristics			
25. Ability to relate to others in mutually cooperative ways			
26. Responsibility for completing tasks, following regulations, persistence, etc.			
27. Ability to work independently			
28. Ethical principles and behavior			
29. Humanitarian impulses			
30. Good judgment			
31. Sense of perspective			
Knowledge			
32. Background in and understanding of literature			
33. Background in and understanding of history			
34. Background in and understanding of current problems and events			

D. In their order of importance, please list the numbers of each of the items which you marked as <u>very valuable</u> in Section C (list the most important item first).



PART IV - COMMENTS. Please feel free to offer ideas and suggestions which will help to strenthen preparation in English of future employees.

_____
Signature of person completing questionnaire

_____
Title

_____
Firm

Please return at your earliest convenience to: Mr. Gordon Albright
Principal, Nathan Hale High School
10750 - 30th Avenue N.E.
Seattle, WA 98125

APPENDIX J

LANGUAGE ARTS QUESTIONNAIRE, PARENT PRIORITIES

This questionnaire was used to accumulate data called for in Appendix B, Item V, B (see p. 25).

As part of an evaluation of the English Language Arts program at Nathan Hale High School, we want to determine the attitudes and language skills which you think should be emphasized for Hale students. Your frank, objective response to the questions below will be of great help. Please mark only one column for each item.

	Very valuable	Good information to have but not necessary	Of minor importance
Writing			
1. Ability to write a sustained article of several pages			
2. Ability to write a unified one-paragraph statement			
3. Ability to complete utilitarian forms, such as application forms			
4. Accurate spelling involving highly technical terms			
5. Accurate spelling involving routine, commonly-used words			
6. Accurate punctuation of complex material			
7. Accurate punctuation of simple sentence patterns			
8. Complete, correct sentence structure			
Reading			
9. Ability to read highly complex or technical material of several pages			
10. Ability to read relatively simple material, such as brief instructions			
11. Ability to read narrative materials such as in stories or newspaper and magazine articles			
Speaking			
12. Ability to communicate instructions clearly			
13. Ability to explain processes to others			
14. Ability to convince others (of such things as the value of procedures or products)			
15. Ability to use a standard American dialect			
Listening			
16. Ability to listen to and interpret complex instructions or explanations			
17. Ability to listen to and understand simple, uncomplicated instructions			
18. Ability to listen to and discriminate between fact and fiction, logical and illogical, etc.			

	Very Valuable	Good information to have but not necessary	Of minor importance
Intellectual Skills			
19. Ability to handle abstract ideas			
20. Ability to reason			
21. Ability to gather evidence and draw conclusions			
22. Ability to organize material			
23. Ability to make comparisons			
24. Ability to separate fact and opinion			
Personal Characteristics			
25. Ability to relate to others in mutually cooperative ways			
26. Responsibility for completing tasks, following regulations, persistence, etc.			
27. Ability to work independently			
28. Ethical principles and behavior			
29. Humanitarian impulses			
30. Good judgment			
31. Sense of perspective			
Knowledge			
32. Background in and understanding of literature			
33. Background in and understanding of history			
34. Background in and understanding of current problems and events			

In their order of importance, please list the numbers of each of the items which you marked in Columns 1 and 2 above.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

☐☐☐☐☐☐

COMMENTS: Please feel free to offer ideas and suggestions which will help to strengthen preparation in English of Hale students. (Use back of page if necessary)

Please return at your earliest convenience to: Mr. Gordon Albright
Principal, Nathan Hale High School
10750 30th Ave. N.E.
Seattle, WA 98125

APPENDIX K

LANGUAGE ARTS QUESTIONNAIRE, COLLEGE PRIORITIES

This questionnaire was used to accumulate data called for in Appendix B, Item V, B (see p. 25).

As part of an evaluation of high school English Language Arts programs in Seattle, we want to determine the degree to which certain attitudes and language competencies are important to students in your academic area.

Please indicate below the kind of student you have in mind as you complete this questionnaire.

☐ Specialist in academic area. Specify _____

☐ Non-specializing student. Explain _____

_____

PART I - Please rate each item below as very valuable, good information to have but not necessary, or of minor importance for the kind of student you have in mind.

	Very valuable	Good information to have but not necessary	Of minor importance
Writing			
1. Ability to write a sustained article of several pages			
2. Ability to write a unified one-paragraph statement			
3. Ability to complete utilitarian forms, such as application forms			
4. Accurate spelling involving highly technical terms			
5. Accurate spelling involving routine, commonly-used words			
6. Accurate punctuation of complex material			
7. Accurate punctuation of simple sentence patterns			
8. Complete, correct sentence structure			
Reading			
9. Ability to read highly complex or technical material of several pages			
10. Ability to read relatively simple material, such as brief instructions			
11. Ability to read narrative materials such as in stories or newspaper and magazine articles			

	Very valuable	Good information to have but not necessary	Of minor importance
Speaking			
12. Ability to communicate instructions clearly			
13. Ability to explain processes to others			
14. Ability to convince others (of such things as the value of procedures or products)			
15. Ability to use a standard American dialect			
Listening			
16. Ability to listen to and interpret complex instructions or explanations			
17. Ability to listen to and understand simple, uncomplicated instructions			
18. Ability to listen to and discriminate between fact and fiction, logical and illogical, etc.			
Intellectual Skills			
19. Ability to handle abstract ideas			
20. Ability to reason			
21. Ability to gather evidence and draw conclusions			
22. Ability to organize material			
23. Ability to make comparisons			
24. Ability to separate fact and opinion			
Personal Characteristics			
25. Ability to relate to others in mutually cooperative ways			
26. Responsibility for completing tasks, following regulations, persistence, etc.			
27. Ability to work independently			
28. Ethical principles and behavior			
29. Humanitarian impulses			
30. Good judgment			
31. Sense of perspective			
Knowledge			
32. Background in and understanding of literature			
33. Background in and understanding of history			
34. Background in and understanding of current problems and events			

PART II- In their order of importance, please list the numbers of each of the items which you marked as very valuable in PART I above. List the most important item first.

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☐☐☐☐☐☐☐☐

PART III- Listed below are content areas which are often included in high school English programs. Please rate their importance for the students with whom you have contact.

	Very valuable	Good information to have but not necessary	Of minor importance
Knowledge of American Literature			
Knowledge of English Literature			
Knowledge of World Literature			
Knowledge of various rhetorical systems			
Knowledge of techniques of literary analysis			
Knowledge of linguistics, including comparative grammar systems, dialectology, phonology, etc.			

COMMENTS: Please feel free to offer ideas and suggestions which will help to strengthen preparation of college enrollees.

Signature _____

Title _____

Academic Specialty _____

Name of Institution _____

Please return at your earliest convenience to:

Robert P. Mahan
Administrative Assistant
Basic Skills Department
515 West Galer
Seattle, WA 98119

APPENDIX L

TEACHER ATTITUDE SURVEY OF ADMINISTRATIVE SUPPORT

This instrument was used to evaluate Item V, C in Appendix B.

TO: LANGUAGE ARTS DEPARTMENT MEMBERS

Instructions:

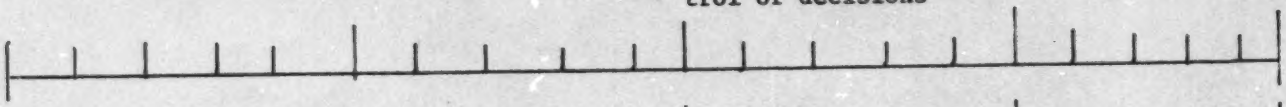
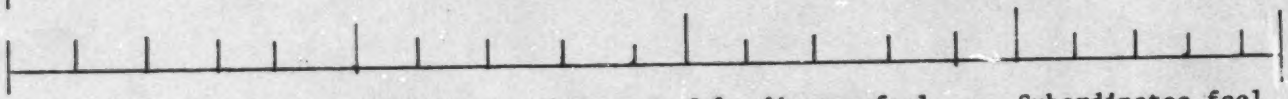
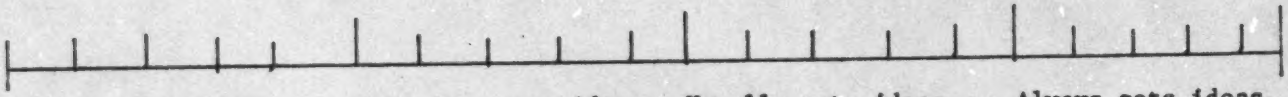
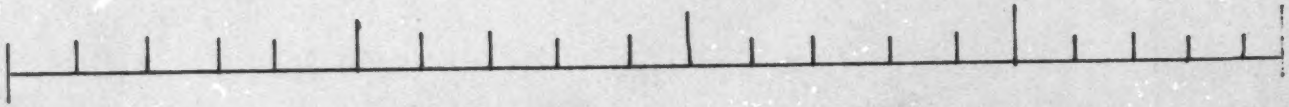
The purpose of this attitude survey is to determine teachers' perceptions of the teaching environment within the Language Arts department and the total school. In order to make the survey meaningful, all responses should be recorded honestly.

For each organizational variable, read the four levels indicated; and then place an X at the point on the scale which best reflects your perception of that variable. When asked to do so, be certain to rate the principalship and department head separately.

Return the attitude survey to Mrs. Kerr in the Main Office by May 17. Do not sign your name. Be sure Mrs. Kerr checks your name as having turned in the survey.

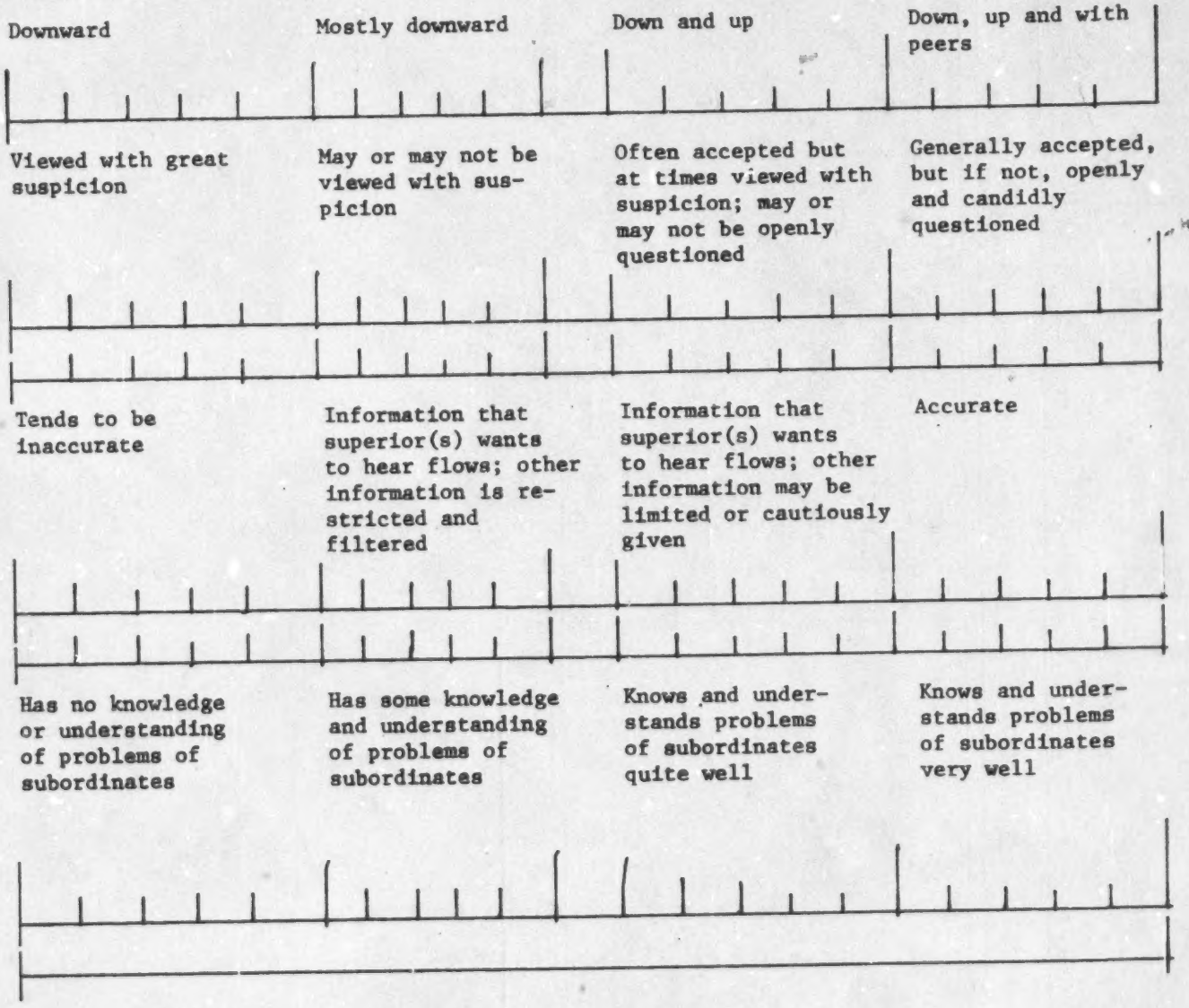
NATHAN HALE HIGH SCHOOL

ORGANIZATIONAL AND PERFORMANCE CHARACTERISTICS OF THE PRINCIPALSHIP AND THE LANGUAGE ARTS DEPARTMENT

Organizational variable	Level 1	Level 2	Level 3	Level 4
1. Leadership processes used.				
Extent to which superiors have confidence and trust in subordnates	Have no confidence and trust in subordinates	Have condescending confidence and trust such as master has to servant	Substantial but not complete confidence and trust; still wishes to keep control of decisions	Complete confidence and trust in all matters
Principalship				
Department Head				
Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their department head	Subordinates do not feel at all free to discuss things about the job with their department head	Subordinates do not feel very free to discuss things about the job with their department head	Subordinates feel rather free to discuss things about their job with their department head	Subordinates feel completely free to discuss things about the job with their department head
				
Extent to which department head in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes gets ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them
				

Organizational variable	Level 1	Level 2	Level 3	Level 4
2. Character of motivational forces				
Manner in which motives are used	Fear, threats, punishment, and occasional rewards	Rewards and some actual or potential punishment	Rewards, occasional punishment, and some involvement	Rewards; group participation and involvement in setting goals, improving methods, appraising progress toward goals, etc.
Principalship				
Department Head				
Amount of responsibility felt by each member of organization for achieving organization's goals	High levels of management (Principalship) feel responsibility; lower levels (department heads) feel less; teachers feel little and often welcome opportunity to behave in ways to defeat organization's goals	Managerial personnel usually feel responsibility; teachers usually feel relatively little responsibility for achieving organization's goals	Substantial proportion of personnel, especially at high levels, feel responsibility and generally behave in ways to achieve the organization's goals	Personnel at all levels feel real responsibility for organization's goals and behave in ways to implement them
Department Head				
3. Character of communication process				
Amount of interaction and communication aimed at achieving organization's objectives	Very little	Little	Quite a bit	Much with both individuals and groups
Principalship				
Department Head				

Organizational variable	Level 1	Level 2	Level 3	Level 4
Direction of information flow	Downward	Mostly downward	Down and up	Down, up and with peers
Extent to which downward communications are accepted by subordinates	Viewed with great suspicion	May or may not be viewed with suspicion	Often accepted but at times viewed with suspicion; may or may not be openly questioned	Generally accepted, but if not, openly and candidly questioned
Accuracy of upward communication via line	Tends to be inaccurate	Information that superior(s) wants to hear flows; other information is restricted and filtered	Information that superior(s) wants to hear flows; other information may be limited or cautiously given	Accurate
Psychological closeness of superior(s) to subordinates (i.e., how well does superior(s) know and understand problems faced by subordinates?)	Has no knowledge or understanding of problems of subordinates	Has some knowledge and understanding of problems of subordinates	Knows and understands problems of subordinates quite well	Knows and understands problems of subordinates very well



Organizational variable	Level 1	Level 2	Level 3	Level 4
4. Character of interaction-influence process				
Amount and character of interaction	Little interaction and always with fear and distrust	Little interaction and usually with some condescension by superiors; fear and caution by subordinates	Moderate interaction, often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust
Department Head				
Amount of cooperative teamwork present	None	Relatively little	A moderate amount	Very substantial amount throughout the organization
Department Head				
5. Character of decision-making process				
At what level in organization are decisions formally made?	Bulk of decisions at top of organization	Policy at top, many decisions within prescribed framework made at lower levels	Broad policy and general decisions at top, more specific decisions at lower levels	Decision making widely done throughout organization, although well integrated through linking process provided by overlapping group
Department Head				
To what extent are decision makers aware of problems, particularly those at lower levels in the organization?	Often are unaware or only partially aware	Aware of some, unaware of others	Moderately aware of problems	Generally quite well aware of problems
Principalship				
Department Head				

Organizational variable	Level 1	Level 2	Level 3	Level 4
Extent to which technical and professional knowledge is used in decision making Department Head	Used only if possessed at higher levels	Much of what is available in higher and middle levels is used	Much of what is available in higher, middle, and lower levels is used	Most of what is available anywhere within the organization is used
To what extent are subordinates involved in decisions related to their work? Department Head	Not at all	Never involved in decisions; occasionally consulted	Usually are consulted but ordinarily not involved in the decision making	Are involved fully in all decisions related to their work
Are decisions made at the best level in the organization so far as the motivational consequences (i.e. does the decision-making process help to create the necessary motivations in those persons who have to carry out the decisions?) Department Head	Decision making contributes little or nothing to the motivation to implement the decision, usually yields adverse motivation	Decision making contributes relatively little motivation	Some contribution by decision making to motivation to implement	Substantial contribution by decision-making processes to motivation to implement
6. Character of goal setting or ordering Manner in which usually done Principalship Department Head	Order issued	Order issued, opportunity to comment may or may not exist	Goals are set or orders issued after discussion with subordinate(s) of problems and planned action	Except in emergencies, goals are usually established by means of group participation

56

Organizational variable	Level 1	Level 2	Level 3	Level 4
Are these forces to accept, resist, or reject goals?	Goals are overtly accepted but are covertly resisted strongly	Goals are overtly accepted but often covertly resisted to at least a moderate degree	Goals are overtly accepted but at times with some covert resistance	Goals are fully accepted both overtly and covertly
Department Head				

57

Adapted from the book "THE HUMAN ORGANIZATION" by Rensis Likert